

THE SOUTHERN SPEECH BULLETIN

Published
by
THE SOUTHERN ASSOCIATION OF TEACHERS OF SPEECH

VOLUME V

NOVEMBER, 1939

NUMBER 2

CONTENTS

	Page
THE PRESIDENT'S MESSAGE <i>By T. Earle Johnson</i>	1
CAN PUBLIC SPEAKING BE MEASURED?..... <i>By Donald Hayworth</i>	6
THE 1940 S.A.T.S. SPEECH TOURNAMENT AND CONGRESS <i>By Glenn R. Copp</i>	11
NEWS AND NOTES	13
EDITORIALS	19
BOOK REVIEWS <i>By Leroy Lewis</i>	20
REPORTS	24

THE SOUTHERN ASSOCIATION OF TEACHERS OF SPEECH

OFFICERS, 1939-40

President.....	T. Earle Johnson
	University of Alabama, University, Alabama
First Vice-President.....	H. P. Constans
	University of Florida, Gainesville, Florida
Second Vice President.....	Mrs. Irene Lighthiser
	Senior High School, Orlando, Florida
Third Vice-President.....	Glenn R. Capp
	Baylor University, Waco, Texas
Fourth Vice-President.....	Ruth Simonson
	Wesleyan College, Macon, Georgia
Executive Secretary.....	Louis Hall Swain
	Furman University, Greenville, S. C.

EXECUTIVE COUNCIL

The Executive Council is composed of the officers of the Association and the Presidents of the various Southern State Speech Associations.

THE SOUTHERN SPEECH BULLETIN

Robert B. Capel.....	Editor
	Hendrix College, Conway, Arkansas
Leroy Lewis.....	{ Business Manager Book Reviews
	Duke University, Durham, N. C.
Louise Sawyer.....	News and Notes
	Georgia State Woman's College, Valdosta, Ga.

The Southern Speech Bulletin is printed in the months of September, November, January, and March by Weatherford Printing Company, Tuscaloosa, Alabama for the Southern Association of Teachers of Speech.

Subscriptions, including membership in the Southern Association of Teachers of Speech, \$1.50 per year. Single copies 50c.

THE SOUTHERN SPEECH BULLETIN

VOLUME V

NOVEMBER, 1939

NUMBER 2

THE PRESIDENT'S MESSAGE

BY T. EARLE JOHNSON

The Southern Association of Teachers of Speech will meet in its Eleventh Annual Convention in Chattanooga, Tennessee, April 4-6, 1940. Every speech teacher and every person interested in the teaching of speech and its problems are cordially invited to attend. Due to its central location, Chattanooga is a highly desirable convention city where a royal reception awaits us. Every speech teacher in the South is urged to begin now to plan to be in Chattanooga on April 4.

The Convention Program has already assumed its general form with the details being rapidly filled in, and it is our hope that the program itself will prove to be quite a drawing card for many speech teachers. But, and this is an important *but*, criticism should be made while the program is being planned, not after it reaches its final form. Constructive criticism as to what should and what should not be in the program is infinitely valuable to the program planner, in this case your President. If made now, something can be done about it; if made next April, it will be too late. For this reason, each reader of these words is earnestly urged to send his ideas for our next program to the President. If at all possible and feasible, they will be incorporated into the body of the program. Your immediate consideration of this problem is requested; the ideas you contribute will be gratefully received.

In the September issue of the Southern Speech Bulletin was a paper by Dr. James Watt Raine, our past President, the paper being his presidential address in Baton Rouge. Most of us either heard his address, read the copy, or both. In his consideration of the relationship of the National, Southern and state associations, Dr. Raine pointed out several reasons why speech teachers should join all three. It is not our purpose to review his reasoning here, although all of us might very well do so. But rather we intend to take a somewhat different view of the particular province of the Southern Association.

But first, let us ask ourselves this question: Does the southern speech teacher accept the thesis that he should belong to the National, Southern and state speech associations? An examination of the membership roll of the Southern Association and the National Directory

of the Teachers of Speech makes only one answer possible. If the southern speech teacher *should* belong to all three, he does not fulfill his responsibility. Less than twenty per cent of the southern speech teachers on the mailing list of the Executive Secretary of the Association are members of either the Southern or National Associations. Probably most of these known speech teachers are members of their state associations since the list was largely compiled through the state associations. Collectively then, is our attitude that of playing in our own back yards? The membership lists seem to indicate just that. But don't misunderstand—it is our firm conviction that every teacher, especially every speech teacher, should be a member of his state departmental association, affiliated with his state educational association. That should be regarded as his first professional membership. But, can eighty per cent of them afford to lightly dismiss the Southern and National Speech Associations?

Since assuming our office the first of last April, we have given serious thought and consideration to that question and its answer. And it will continue to occupy the attention of our successors in office until a solution has been reached, for as yet we have been unable to see either the ways or means of making the Association a sufficiently vital force in the professional life of the southern speech teacher as to *demand* his affiliation.

But we hasten on lest we be accused of a defeatist attitude. Far from it. That the Southern Association of Teachers of Speech is a strong, vigorous organization, vital in the professional lives of its members, none will deny. Rather, we are failing to reach and serve our potential membership. But how can we serve them if we know not their professional needs and desires? How can we reach them to learn their professional needs and desires?

Perhaps a few backward glances into the history of the Association will throw some light on the problem. The seven "founding fathers" (and "mothers" since only two of us were men) who met in the writer's office on February 12, 1930, formed a temporary executive committee and issued a call for the First Annual Convention in Birmingham in April. Of the seven, three were college and university teachers, two high school, and two from elementary schools. Forty-eight delegates attended the first convention, and the Southern Association of Teachers of Speech was formally launched on its career. Several basic concepts were formulated, the most pertinent being: (1) It was to serve the needs of all southern speech teachers; (2) a debate

tournament and other speech contests were to be provided for college students; and (3) annual conventions would be held in different parts of the South to encourage and stimulate speech activities in the several states.

At our second convention in Atlanta, a three-ring circus developed, and thereafter the debate tournament and speech contests were held prior to the official convention. We found we could not have both the convention and tournament at the same time. But, it seems safe to conclude that the debate tournament and other contests have been successful. The Association has achieved considerable recognition therefrom. Then, in 1938 the Congress of Human Relations was established, also for college students, and both its '38 and '39 sessions have been highly significant. The tournament, contests and Congress will be held this year, but largely prior to the opening of the convention.

But what about high school debating and contest speaking? Shall we leave that to the several state debate leagues sponsored by the Extension Division of our state universities? Thus far our answer has been "yes." But can we ever hope to reach the high school teacher and still leave one of his major problems to others? The question certainly merits our serious consideration.

As to our annual conventions, we have met as follows: Birmingham, Atlanta, Asheville, Berea, Birmingham, New Orleans (with National Association; Debate Tournament in Spartanburg, South Carolina), Gainesville, Nashville, Atlanta, and Baton Rouge; or in every Southern state except four: Arkansas, Mississippi, Texas and Virginia. But have we succeeded in our basic concept of stimulating speech work by meeting in different places? Statistically we have no way of determining such influence but it seems significant that a strong sentiment for a series of conventions in a centrally located city was evinced in Baton Rouge last year. The question undoubtedly will be discussed on the convention floor again this year. Can it be that our basic concept was erroneous? More pertinently, would a series of conventions in the same city adversely affect the attendance of our high school and elementary school teachers?

But let us look at a third factor. Of the eight elected officers of the Association, only two are limited by the constitution: the First Vice-President must represent the college and university level, the Second Vice-President must represent the secondary and elementary level. All other officers are to be selected from the general membership. (Some

may argue that since the Third Vice-President is the Tournament Director he must be a college teacher, but the constitution does not so provide.) A careful study of the elected officers of the Association for the past ten years reveals that only one person not a college teacher has been elected to any office other than the Second Vice-Presidency. Does this mean that our leadership is found almost exclusively in the college level group? Or does it mean that we are in danger of becoming an association for college speech teachers? Or does it mean exactly nothing?

Possibly much that we have said thus far may be irrelevant—we believe not. It may be that we have not presented the picture in its entirety, but we believe that additional factors would only serve to make our inference the more plain. The Southern Association of Teachers of Speech is serving the college and university speech teacher well, possibly too well, with the attendant danger of becoming an association of and for college and university teachers of speech. Being in this particular group ourselves, we fully recognize the importance of the Association to this group, and have no desire to curtail its significance. But if the bulk of our future growth is to come from the lower levels as so many of us firmly believe, then we must bestir ourselves to find the ways and means of reaching the secondary and elementary speech teachers. Furthermore, since these teachers find it difficult to get time off to attend our conventions, the Association must function on a year-round basis for them. Both the President of the Association and the Editor of the Southern Speech Bulletin will find this problem particularly challenging to them. The Association must be more than a convention-planning and convention-attending group; the Southern Speech Bulletin must be more than a medium for exchange of information among college teachers.

The Editor of the Bulletin has two ways of filling his pages: (1) he can use the material that is sent him by the Association members, and/or (2) he can write letters to the various members asking that they write articles on a specific subject. Miss Johnson and Mr. Capel may correct us if we are wrong, but it is our firm conviction that the majority of the articles which have appeared in the Bulletin thus far have reached the editor through the second method.* If this is true, then it presents a clear challenge to the members of the Association, especially those in the secondary and elementary school fields. If the

*Mr. Johnson is emphatically right so far as the experience of the present editor is concerned.—Ed.

articles which have appeared in the Bulletin have not appealed to you and your group of teachers, then it is up to you to send in articles that will appeal to your group. We cannot deny you the prerogative of criticism, but we can expect from you its corollary, i.e., the submission of material from your own field.

The solution of the problem facing the President of the Association is less obvious. One method which suggests itself is the appointment of two standing committees for the Association, one representing the secondary school field, and one the elementary school field. These committees should probably contain at least one member from each state, but that presents the danger of a committee too large for effective work. But if the proper personnel is selected this danger is minimized. We have already taken some preliminary steps toward the setting up of these committees, and the problems facing these committees will be considered at the next convention in Chattanooga. The present constitution does not authorize the President to organize such standing committees, hence our action must be confirmed or rejected by the Association. The appointment of a standing committee may not be the solution of the problem of how to reach and serve a specific group of teachers, but it seems to us in this case to be a step in the right direction. It is our belief that an active committee of secondary or elementary teachers can serve both the Association and their group by at least pointing out the way toward the solution. As always, the final solution rests with the Association.

**Attend the National Speech Convention at the Stevens Hotel
in Chicago, December 27, 28, 29.**

CAN PUBLIC SPEAKING BE MEASURED?

BY DONALD HAYWORTH

Michigan State College

Fifty years ago leaders in education had scarcely considered the possibility of measuring intelligence or any other psychological characteristics. But as scientific evaluation began to get under way in our public school system it became increasingly apparent that significant investigation into the problems of education must depend on the discovery of satisfactory instruments of measurement, even as chemistry and physics and astronomy are dependent upon methods of measurement. The psychologists and educationists have found unsuspected, but sensible, ways of measuring such characteristics as memory, emotional balance, skill in handwriting, aptitude for mathematics, family adjustment and scores of others.

Many of us have realized that our work in speech has been greatly handicapped because we have too few measuring instruments at our disposal. Only within the last half dozen years have we seen any serious or sustained attempts to apply techniques of measurement to the skills of the platform. Two years ago the Committee on Cooperative Research, of the National Association of Teachers of Speech, approached the Works Progress Administration for aid in a comprehensive program of research covering five institutions of higher learning in Michigan. The project was approved by research experts in Washington, D.C.; and shortly afterward a group of nationally known experts in educational research, headed by Willard C. Olson, Secretary of the American Psychological Association, was designated by Washington authorities to act on the advisory board.

Adrian Rondileau, expert in statistics from Columbia University, was named as full-time technical adviser, and the project began in April of 1938. During the next fifteen months from twenty to fifty people were employed at a total cost of some fifty-three thousand dollars. Data were collected on sixty-six classes of public speaking, taught by fifteen different instructors.

The aim was to gather a great mass of factual material about each section and about every student in each section. Batteries of tests were administered to most of the sections, including tests of emotional adjustment, vocabulary, intelligence, health, comprehension in reading, enunciation, force of voice, speech background, and ability in panto-

mime. Data were collected to show how classroom time was distributed among such activities as student criticism, instructor criticism, lecturing by the instructor, examinations, and platform appearances of the student. In addition, such data as the following were gathered for every speech:

Number of breaks in fluency per minute.¹ This phenomenon consists not only of the "ah" and "uh" breaks in fluency, but may be broadly defined as a break in rhythm.

Percentage of eye contact lost. Each time the speaker looked away from the audience such loss of eye contact was recorded cumulatively by a stop watch.

Hand gestures. All movements of the hand were counted, but those not associated with the meaning were put in one category as contrasted with those that were considered significant.

Physical transitions. The meaningful movements on the platform were separated from the meaningless.

Facial expression. Each discernible movement of the face was counted either as meaningful or meaningless, as it seemed to be or not to be helpfully associated with the meaning of the words uttered.

It will be apparent from the above types of data that an effort was made to count phenomena generally considered by speech teachers as being of some significance to effective speaking. A study of over six thousand judgments of college students proved that, at least in the situations studied, these phenomena were associated with effectiveness. The procedure was as follows: Students in classes were asked to rate the performances of their fellow students. This was done early in the term before students were made aware of the phenomena being considered in the experiment. At the same time observers in the classroom kept a record of the incidence of each phenomenon. Therefore, it was possible to compare the scores, namely, the estimates of effectiveness and the counts of the phenomena. It was possible to discover statistically whether or not the speakers considered by students to be most effective were the ones who had the fewest breaks in fluency. It was possible to go even further and find whether, in these speaking situations, fluency or gesturing or transitions were more closely associated with effectiveness than were meaningful facial movements.

1. This article is intended only to give a bird's-eye view of the research, and therefore the phenomena cannot be completely or accurately defined. A report of the research is published in 233 mimeographed pages and may be ordered at a cost of \$2.00 from R. L. Cortright, Executive Secretary of the National Association of Teachers of Speech, Wayne University, Detroit, Michigan.

All was not easy sailing. Some phenomena, such as meaningful transitions and meaningless facial expression, seemed to have no relationship to effective speaking. Either we did not define the phenomena accurately, or our observers were not sufficiently accurate, or it does not make much difference whether or not a speaker uses meaningful transitions. We suspect that we did not differentiate clearly enough between meaningful and meaningless transitions.

But it was proven with some conclusiveness that several characteristics of public speaking can be measured by ordinary observers with considerable accuracy. Next it was proven that these characteristics are definitely related to effectiveness in public speaking before college students. It was further shown that it is possible so to weigh and score these phenomena that they provide a fairly dependable index of general effectiveness. In other words we do have a measure of public speaking. It is not perfected by any means. It is somewhat difficult to administer, and it omits many characteristics of effectiveness which we all know should be measured before we have a complete measure. However, it does give a fairly reliable and valid measure of general effectiveness.

In this hasty review it is seen that an attempt was made to measure speech phenomena. This was done by the simple device of counting and, in some cases, the use of the stop watch. No attempt was made to differentiate the skill in execution, or the severity or extent of the individual phenomenon. That is to say, a gesture may be made skillfully or awkwardly. It may be significantly full or it may be insipidly weak. The experiment included no such delineation, important though it is. We know only that a mere count is significant. Surely the ability to evaluate each item would add to the reliability of the measure.

While fifty-three thousand dollars were spent on this work, one of the important observations to be made is a very simple one: It is possible to measure certain significant aspects of public speaking. To do this it is not necessary to have elaborate machines nor to use intricate processes. This research has shown that ordinary observers, not trained in speech, can collect data which is dependable and useful for research purposes. There are three answers to the question, "How can untrained W.P.A. workers gather specialized information?"

(1) These workers were most carefully trained to gather the information. There is no question but that they were more accurate than the average instructor of public speaking without such training. They

became highly specialized. In fact, it requires a certain type of person to observe accurately. We have found some who could not be trained to do the work, although they were intelligent persons.

(2) The observers who gathered the data were merely collecting information for specialists in speech to use. A carpenter or mason needs to know his job and do it well, but he does not take the place of the architect. The sponsors and directors of the research were the architects; the observers were the carpenters and masons.

(3) It was possible in the Professional and Service Division of the Works Progress Administration to secure men and women of much greater ability than many people may believe. Some of the workers had held positions of considerable responsibility only a short time before coming to the project and had earned as high as several hundred dollars a month. It was due only to the depression, and not to any lack of ability, that they were forced into their present situations. Some individuals, it is true, proved to be inadequate or unacceptable for one reason or another. But, as soon as such was found to be the case, they were either discharged or shifted to another project where they might fit in better. The initial grant of the government was for only twenty thousand dollars. Only after it had been demonstrated that the basic data were dependable was it possible to secure the full grant of \$53,000.00.

At the present it is not known how much longer it will be possible to secure aid from the Works Progress Administration for such research. The European war or other factors may bring about such an improvement in business conditions as to remove the need of furnishing such employment to any great extent. But as long as it is possible to secure this aid we who are teaching in the field of speech should take advantage of the opportunity. Those colleges and universities situated in large centers of population will be especially likely to find that the Works Progress Administration officials are more than glad to cooperate. It is not necessary to initiate a large project. Officials will be glad to furnish as few as six workers.

One of the purposes of this article is to offer the services of the Committee on Cooperative Research of the National Association of Teachers of Speech to institutions that wish to carry on such investigations. In a sense the study in Michigan is but a beginning. With these techniques others may be carried on in dozens of different directions. Or, entirely new programs of research may be initiated. In addition to

the value of contributions to the profession there are many advantages to be gained. Teaching is invigorated, students respect the instructor's desire to render improved service, administrators and other faculty members appreciate a speech department that is attempting to improve its professional responsibilities. If any individual or any department wishes to relate its research directly or indirectly to the researches of other institutions it should be possible to do so through the official committee¹ of the National Association of Teachers of Speech which was originally appointed to coordinate investigations in our field.

If anyone wishes to make such use of the committee he may write the chairman, who will lay the proposed research before the committee for a consideration of relating it to other programs of research which may be in progress or which are contemplated. In this manner, duplication may be avoided; findings in one section or institution may be used to corroborate findings which may appear questionable; valuable conclusions will not be so likely to be lost or overlooked.

-
1. The committee consists of Franklin H. Knowler, Alan H. Monroe, Clarence T. Simon, and, as chairman, Donald Hayworth, Michigan State College, East Lansing, Michigan.
-

**There will be joint luncheon of the Regional Associations
Thursday noon, December 28 at the National Convention in
Chicago. Plan to attend.**

THE 1940 S.A.T.S. SPEECH TOURNAMENT AND CONGRESS

BY GLENN R. CAPP
Baylor University

TIME AND PLACE

The All-South Speech Tournament and Congress will again be held in conjunction with the convention of the Southern Association of Teachers of Speech for 1940. The place is Chattanooga, Tennessee. The time is April 2, 3, and 4 for the tournament, and April 4, 5, and 6 for the Congress. The Congress will be held concurrently with the convention but will not conflict with the convention. It will be managed by students with the exception of one faculty advisor. It should provide a worthwhile activity for those students in attendance who do not care to attend the professional convention.

TOPICS FOR DISCUSSION

The proposition for debate is: "Resolved, that legislation should be enacted providing for the conscription of capital in the event the United States becomes engaged in war." The topic for extemporaneous speaking is: "Men and Issues in the 1940 Presidential Election."

These topics were selected by vote of those schools who have attended the contests in the past. First, a ballot was sent out asking for suggestions. The topics most frequently mentioned from these suggestions were again submitted for preferential rankings. The vote on the following five questions was close and it is recommended that schools use several of them during the year.

Topics	Position of Votes					Total
	1st	2nd	3rd	4th	5th	
1. Conscription of Capital during war....	6	5	8	4	2	66
2. Government ownership of munitions....	3	9	4	7	2	71
3. Direct vote for war declaration.....	5	4	5	9	2	75
4. Third term for Roosevelt	6	4	3	1	11	82
5. Socialized Medicine	5	3	5	4	8	82

REGULATIONS FOR DEBATE

The regulations for debate will vary but slightly from former meetings. There will be three divisions in debate: (1) Men's debate—open to undergraduate men in senior colleges or universities; (2) Women's debate—open to undergraduate women in senior colleges or

universities; (3) Junior division—open to junior colleges and/or senior colleges using freshmen or sophomores only. Teams in the junior division may be composed entirely of men, entirely of women, or both men and women. There will be seven rounds of debate for all teams. One round will be for practice only and the direct-clash-plan of debate will be used. There will be six rounds of decision debates using the regular plan of ten minute speeches and five minute rebuttals for all speakers.

If possible, winners will be determined at the conclusion of the six rounds of decision debating upon the basis of debates won and lost. Provisions have been made for breaking all ties and they will be outlined in a forthcoming rules booklet now in the process of preparation. Time will be allowed following each debate for constructive criticisms by the judge but the decisions will not be announced until the conclusion of the decision rounds.

ORATORY, EXTEMPORANEOUS SPEAKING AND AFTER-DINNER SPEAKING REGULATIONS

No major changes have been made in the regulations for oratory, extemporaneous speaking, or after-dinner speaking. There will be separate contests for both men and women. The orator's subject shall be of his own choosing, must be strictly original and not have been used in any previous contest, and the length shall be no less than eight nor more than ten minutes. In extemporaneous speaking, contestants shall draw their specific topics one hour before speaking time, and the time limit shall be no less than five nor more than seven minutes. In after-dinner speaking the occasion shall suggest the topic and the speech shall not exceed five minutes.

STUDENT CONGRESS OF HUMAN RELATIONS

The student congress is gaining in interest and will be continued upon the same plan as used last year. The congress will be entirely under student management with the exception of one faculty advisor.

ON TO CHATTANOOGA

This is intended as only a brief general discussion of the tournament and Congress. Complete regulations will be sent out after January 1, in the form of a booklet. Plan now to attend the tournament, congress, and convention in Chattanooga April 2 to 6, 1940.

NEWS AND NOTES

T. Earle Johnson was recently given a grant-in-aid for a research project by the University of Alabama Research Fund.

* * * * *

Argus Tresidder, Madison College, taught first summer quarter at the University of Tennessee. Later in the summer Dr. Tresidder conducted a party of ten to Europe. Dr. Tresidder will soon have completed a textbook on Oral Interpretation.

* * * * *

Alma Johnson, Florida Southern College, is to speak at the N.A.T.S. convention in Chicago on the subject, "Discussion in the Fundamentals Course."

* * * * *

Richard C. Brand received his A.M. degree in Speech and Speech Education from West Virginia University this past June.

* * * * *

Helen Osband, University of Alabama, spent the summer at Chautauqua, New York, teaching three classes for credit by New York University. Miss Osband presented several programs during the summer, including a reading of "First Lady" given in the amphitheatre at Chautauqua.

* * * * *

Nora Landmark, Alabama College, attended Wisconsin University summer session.

* * * * *

Marguerite Wills, Florida Southern, studied Speech Correction in general and the Moto-kineasthetic Method in particular, this past summer at the Hill-Young school, connected with the University of Southern California.

* * * * *

P. L. Soper has returned to the University of Tennessee after a year's leave of absence at Cornell University, where he has been doing graduate study.

* * * * *

Bonnie Wengert, Mars Hill College, studied Choral Speech at the Kansas City Conservatory and Interpretation at the Theatre Craft School also in Kansas City, this summer.

* * * * *

William A. Dozier, Jr., who received his A.M. at Alabama University in June, is teaching at the University of Iowa and working on his doctorate.

* * * * *

Norman Josef Wright, University of Alabama, A.B. 1939, is teaching Speech at the University of Hawaii.

* * * * *

Mildred Murphy, Orlando High School, studied Radio Technique at Emerson College this summer.

* * * * *

The following members of the Louisiana State University faculty taught or lectured off the campus during the summer of 1939: Dr. Clifford Anne King, University of Iowa; Dr. Claude E. Kantner, Ohio University, and Dr. Giles W. Gray lectured at Northwestern University.

Harry S. Wise, A.M., Louisiana State, 1937, went last January to teach in the University of the Witwatersraud, Johannesburg, South Africa.

* * * * *

Leland Schubert, Yale, M.F.A., Cornell, Ph.D., is a new member of the Speech staff at Madison College, Harrisburg, Virginia.

* * * * *

Margaret Flory, Ohio University, and Jack Warfield, Wisconsin University, are new members of the Speech staff at Alabama College.

* * * * *

Marguerite Wills, Florida Southern, has been appointed state chairman for the American Association for the Improvement of Spoken Language and is also on the committee for Speech correction work in the S.A.T.S. Miss Wills has begun a modified program of remedial work at Florida Southern and hopes to extend its usefulness.

* * * * *

Josephine Simonson, former assistant to Mrs. W. W. Davison, Atlanta, has accepted the position as Director of the Speech Department in the Public School system of Racine, Wisconsin.

* * * * *

The Virginia Association of Teachers of Speech met at Madison College, Harrisburg, Virginia, on October 28.

* * * * *

Mrs. W. W. Davison, Atlanta, has added the department of speech and lip-reading for the deaf and hard-of-hearing to her school. Gladys Krause, Birnamwood, Wisconsin, is in charge of this department. Mrs. Davison has also added her daughter, Sarah Davison, to her teaching staff. Both Misses Davison and Krause received their B.S. degrees from Central Institute for the Deaf, Washington University, St. Louis, Missouri.

* * * * *

Charlotte Dana, former teacher in the Atlanta Junior League Speech Clinic, has returned to the University of Wisconsin to work on her Master's degree. Gay Heim and Mary Rose Costello have been added to the clinic staff. They received their B.S. degrees in Speech from Washington University in St. Louis.

* * * * *

Graduate assistants for the current year at the University of Alabama, include Juliette Gray, A.B., M.S.C.W., Georgia Lee Jones, A.B. University of Washington, and William Earl Porter, A.B., Kansas.

* * * * *

William Ray, Daniel L. Morford, received their A.M. degrees in Speech at the University of Alabama, this past year.

* * * * *

Harold Wainscott, a minor in Speech at Georgetown College, Kentucky, was declared winner in oratory and extemporaneous speaking in the Grand Eastern Tournament in Rock Hill, South Carolina, last April.

* * * * *

A newly organized Speech Bureau is being introduced at the University of Alabama. The bureau will provide University speakers to all interested civic and social organizations. Bulletins will be sent to the various clubs in and around

Tuscaloosa and Birmingham. The Speech Bureau is under the direction of William Ray, and with the student manager Robert H. Anderson, assisting.

* * * * *

All practice teachers at Alabama College from all departments are given a rating as to speech ability. Two hours a week is given all prospective teachers and a final rating record made—A, B, C, as to their speaking qualities for a teacher.

* * * * *

Three years ago, Dr. Kenneth G. Weihe, originated Platform Hours at Florida Southern. Both faculty and students participate in these programs and they are a source of educational enjoyment to faculty, students and townspeople. They have fostered budding talent on the campus and many original skits, plays, dramatizations and readings have been presented.

* * * * *

A year's work in Speech is required of all students at Madison College, Harrisburg, Virginia.

* * * * *

The student speakers bureau organized last year at Baylor University, is being continued this year with added interest. Ninety-six programs were sent out last year, over thirty of which were demonstration debates before high school assemblies.

* * * * *

A chapter of Tau Kappa Alpha was established at Florida Southern College last spring. The chapter will participate in the debate program this year. The legislative form of debate will be used again in the men's intramurals.

* * * * *

The first Intrafraternity Debate Tournament, sponsored by the Auburn Debate Council, has just been completed. Sixteen fraternities participated, debating on the question, "Resolved, that deferred rushing should be practiced by the various fraternities on the Auburn campus."

* * * * *

The freshman intramural and varsity debate tournament at Auburn have a record number of students participating.

* * * * *

Winthrop College, Rock Hill, South Carolina, is preparing for its big practice tournament in December. In addition to regular events Winthrop will have the first National Direct Clash Debate Tourney.

* * * * *

The Third Annual Intramural Debate Tournament opened on the University of Alabama campus October 16, with forty-one teams "Turning staid old Morgan Hall into a 'Cave of the Winds.'" The teams debate four times before they are eliminated. Teams from twelve different fraternities are represented as well as teams from any other groups. The debate proposition is the National High School question on the Government Ownership and Operation of the railroads. This tournament is sponsored annually by the debate squad and Tau Kappa Alpha under the direction of William Ray. The final debate is scheduled for November 6.

The debate team from Georgetown College, Kentucky, won second place in debate at the Grand Eastern Tournament last spring. Wayne Howell competing against forty other speakers, was ranked the fourth best male debater in the tournament.

* * * * *

Glenn R. Capp, Baylor University, is conducting a weekly radio broadcast consisting of a panel discussion on current problems of the day. The public is invited to the broadcasts and during the last ten minutes may ask questions of the panel. A different group of students is used each week and the program is attracting a great deal of interest.

* * * * *

"Your Everyday Speech" is the title of a series of radio programs presented by the radio class at Florida Southern College. Listeners are taken through the Speech Workshop where they are given practical aid in speech problems and are made acquainted with the Speech curriculum of the college. This program is one of four presented each week over WLAK. The others include drama, a Collegiate Forum, and music. All programs are under the direction of Alma Johnson.

* * * * *

Stetson University play schedule for 1939-1940 includes: "What Every Woman Knows," "Family Portrait," "Our Town," "You Can't Take It with You," "All's Well That Ends Well," and two programs of Workshop Plays and four original plays. These plays are under the direction of Irving C. Stoner.

* * * * *

Baylor University's first play of the year will be "Our Town," under the direction of Professor Paul Baker. Professor Baker has recently received his M.F.A. degree from Yale University.

* * * * *

Orlando High School's play schedule for 1939-1940 is: "The Case of the Laughing Dwarf," "Stage Door," and "What a Life."

* * * * *

Alabama College play schedule for 1939-1940 is as follows: "The Barber of Seville," "The Well of Saints," "Dr. Knock," directed by W. H. Trumbauer; "Our Town," directed by Ellen Haven Gould; "Fresh Fields," director, Jack Warfield and "Romances," directed by Margaret Flory. Any of these plays can be brought to your school or community for a nominal sum, the cost depending upon the number of engagements that can be scheduled in your section of the state. If you wish to consider sponsoring one of these plays, write Dr. Walter H. Trumbauer, Director of the College Theatre, Alabama College, Montevallo, Alabama, for terms and dates.

* * * * *

Lincoln Memorial University, Harrogate, Tennessee, 1939-1940, play schedule includes "Stephen Foster," "You Can't Take It With You," and "The Taming of the Shrew."

* * * * *

University of Tennessee will produce "All the Living" this fall.

The Mars Hill College Dramateers presented "The Romantic Age," by A. A. Milne. A Christmas pageant based upon Choral Speaking, is planned for their next production.

* * * * *

The Blackfriars, University of Alabama, under the direction of Dr. Lester Raines, opened their thirty-third season on October 18, with a production of "Kiss the Boys Goodbye." "Both Your Houses," "Yellow Shadow," and "Cradle Song" are scheduled for the first semester, with "The Jest," "What a Life," and "A Slight Case of Murder," listed for the second. An original play by Margaret Harton, entitled "Old Lady Fate," will be given tryout production in November. Several of these productions will be presented on tour.

* * * * *

A Children's Theatre is the latest bit of news on Florida Southern's campus. Frances Boswell and Jeanne Hart, new members on the Speech staff, are in charge and a small theatre for the children is now under construction. The children range in age from five to sixteen, and are divided into groups according to age and grade. Five plays are now in rehearsal. In their group lessons, the children are given voice and body relaxation exercises. They are taught to walk and to talk properly. Choral Reading is enjoyed by every age group and play rehearsals give an opportunity to put into actual practice exercises learned in these group lessons.

* * * * *

The "Vagabonds" at Florida Southern, will present the following plays this year: "Our Town," "Seven Sisters," "Stage Door," "H.M.S. Pinafore," and "As You Like It."

* * * * *

The Tulane University Theatre, under the direction of Monroe Lippman, begins its third season with an increased membership. The three plays of the 1939-1940 season are, "Arms and the Man," "Bury the Dead," and "Boy Meets Girl." These plays were selected with a desire to please especially those members of the Theatre's audience who expressed their preferences last spring. All University students, undergraduate and graduate, are admitted without charge, upon presenting student books or bursar's receipts.

* * * * *

The University Theatre at West Virginia University underwent a complete remodeling this past summer.

* * * * *

The Guignol Theatre, University of Kentucky, Lexington, Kentucky, will usher in its twelfth season under the direction of Frank Fowler, on October 30, when "You Can't Take It With You," will open for a week's run. The schedule for the balance of the season calls for Ben Johnson's "Volpone," in December, "R. U. R.," in February, "Our Town," in March, and "Reunion in Vienna," in April. An interesting phase of the Guignol Theatre work is being developed in the Studio Players, made up entirely of students of the University of Kentucky, who present four groups of locally written plays a season. The most successful of these local plays will soon appear in the first volume of Kentucky plays, and they will be released without royalty charges to introduce the work of these young people to the theatre groups of America. One of these plays is especially significant. It was written by Ruth Jean Lewis, a member of Professor Frank

Fowler's Playwriting Class last year, and so designed that the three-act play may be used as three one-acts. It will be featured as the second studio production of the season and enacted by members of Professor Fowler's Acting Class. It is called "Lonesome Tune," taking its name from the title of the third act. Last year the first Kentucky Play Festival was held in the Guignol Theatre and proved so successful and beneficial to the participants that it was decided to make the gathering of play groups in the state an annual event. The second annual Festival is scheduled for March 29-30, 1940.

* * * * *

MARRIAGES

Mary Bentley Caughey, A.M., L.S.U., 1939, to M. S. Coxe, A.M., L.S.U., 1937.

Louise Adams Blymyer, Ph.D., L.S.U., 1939, to Allen Newberry.

Dorothea Fluke, A.M., L.S.U., 1938, to Morgan Many.

Elatie Whilley-M. H. Walsh.

Eleanor Rennie, Alabama College, to Rowell Falkenberry.

Helen Hewell, Alabama College, to David McGonegal.

* * * * *

What's wrong with this picture? Nineteen replies to seventy requests sent out for News and Notes Items!



**On to Chattanooga for the Tournament, Congress and
Convention.**

EDITORIALS

WHAT SHALL IT BE?

The last issue of the Bulletin was devoted to a treatment of Speech Correction. The present issue of the Bulletin contains articles on a variety of subjects. The plan of the editor now is to devote the January issue to Debate and the March issue to Dramatics.

Frankly, your editor is experimenting and hoping for your reactions as to the type of Bulletin you desire. Do you prefer issues devoted to one field of endeavor with a more thorough and better rounded treatment resulting, or do you prefer that each issue shall contain articles on several subjects, thereby attempting to appeal to the interest of everyone by at least one article?

Another matter of policy involves the type of article printed. Should all articles be of a practical nature or should an occasional article reporting on research be included? Since such a large proportion of our membership are not members of the national association and are thereby deprived of the valuable research material given in the Quarterly Journal, should we make some effort to be scholarly as well as practical?

Already four or five people have volunteered comments concerning their desires regarding the policy of the Bulletin. Your editor would greatly appreciate it if you would follow their example and communicate with him concerning your wishes. *Here is one more chance for you to help make your association what you want it.*

* * * * *

SEND IT IN

President Johnson in his message in this issue calls attention to the matter of cooperation in making our association valuable to its membership. Your bulletin likewise needs your cooperation. Almost without exception articles which appear have been written at the request of the editor and specially for a certain issue. The editor cannot possibly know of many of the interesting things which are being done and which merit publicity. Consequently your bulletin has missed many things which it should publish and will continue to do so unless you throw off false modesty and tell us what you are doing.

Articles of special interest for secondary and elementary teachers are difficult to secure because your editor is relatively unacquainted with the teachers on these levels. If you have the basis for such an article, or know of someone else who has, please let us know.

It seems a still more serious situation exists. Your attention is called to it at the end of News and Notes. Letters were written to 70 people by Miss Sawyer and only 19 responded. *Here is one more chance for your cooperation.*

* * * * *

DID YOU GET YOURS?

Your Editor and your President both missed their copies of the September issue of the Bulletin. If you miss an issue write to Leroy Lewis about it.

BOOK REVIEWS

By LEROY LEWIS

SPEECH CORRECTION. Principles and Methods. By C. Van Riper. New York: Prentice-Hall, Inc., 1939; pp. 434. \$2.50.

Members of the speech profession who are working toward the goal of making speech correction a part of the public school system will want to see that this book is widely circulated among administrators, teachers and the general public. The correctionist will find it valuable as a not too technical summary of the biological bases of speech and its normal development, of the various speech disorders and their treatment, and of new material heretofore printed only in technical journals. A book of this size and type and appeal could, not be expected to be exhaustive in its treatment of speech correction, but it provides a good background and offers a number of exercises, techniques, charts and diagrams. The critical bibliography at the end of each chapter is valuable for everyone, but especially for the classroom teacher who is not well acquainted with the literature in the field.

* * * * *

TRAINING FOR EFFECTIVE SPEECH. By Robert T. Oliver. New York: The Cordon Company, 1939; pp. 560.

This up-to-date textbook for a beginning course in public speaking is made attractive by its easy, readable style, its recognition of the student viewpoint, and its lively sketches and photographs. Professor Oliver follows the eclectic approach and includes the newer elements of mental hygiene, personality adjustment and social responsibility as well as the older ones of rhetoric, psychology and physiology. He also insists upon treating the speech process as a whole, while admitting that this procedure necessarily involves repetition. I admit the soundness of the whole method, but I begrudge the space occupied by repetitions which might have been used for expanding the treatment of the two fundamentals of delivery and composition. A more thorough consideration of some of the phases such as bodily action, speech construction and outlining, and a greater number of more stimulating exercises, activities and speech topics certainly would be helpful to a beginning student. The selected and critical bibliography at the end of each chapter is good and the Ethics of Speech and Personality Problems in Speaking, two chapters not commonly found in textbooks, are very well done.

* * * * *

CHILDREN WITH DELAYED OR DEFECTIVE SPEECH. By Sarah M. Stinchfield and Edna Hill Young. Stanford University, California: Stanford University Press, 1938; pp. 174. \$3.00

Dr. Stinchfield provides the psychological background while Mrs. Young provides the actual methods and results for this text which combines the theoretical with the practical. Although at present auditory and visual are the predomi-

nant methods used for teaching language, the authors have concluded that the motokinesthetic method is more helpful in cases of delayed speech, deafness, childhood illnesses, and the like. In the first half of the book Dr. Stinchfield includes tests, results and statistics; in the second half, Mrs. Young, with the help of numerous photographic plates, describes the kinesthetic method. She emphasizes the linking of sounds rather than their isolated production and demonstrates the directing of muscular action for whole words in normal sequence. Thus she gives a child conversational speech rather than single sounds. The book gives hope to despairing parents and a definite procedure to correctionists interested in the moto-kinesthetic method.

* * * * *

MODERN SPEECHES ON BASIC ISSUES. By Lew Sarett and William Trufant Foster. New York: Houghton Mifflin Company, 1939; pp. 445. \$1.50.

This collection of modern speeches possesses many fine qualities, but the essential one which makes it stand out from others of its kind is its ability to arouse students to speak. Any book that can make a young college student, whether he be sophisticated or shy, forget about himself, forget about stage fright and forget about textbook rules of speech while he stands up and expresses himself vigorously on some deep-felt conviction, is a book that any teacher of speech will want to provide for his students. The authors must have listened with the keenest discrimination to hundreds of speeches to collect a group of psychologically sound selections which at the same time provide a summary of the basic issues and various speech styles of our age. The questions and assignments following each speech lead the student to analyze and evaluate, in other words, to learn how to think. The book is correlated with Sarett and Foster's **BASIC PRINCIPLES OF SPEECH**, but may be used with ease and profit to supplement any textbook on public speaking. It is one of the best answers I have found to the continuously recurring question, "What shall I talk about?"

* * * * *

PRINCIPLES AND PRACTICES OF SPEECH CORRECTION. By James F. Bender and Victor M. Kleinfeld. New York: Pitman Publishing Corporation, 1938; pp. 298. \$2.25.

The authors have succeeded in producing a book that is scientific at the same time it is practical, and lastly, readable. It should prove valuable to the classroom teacher and handy to the professional correctionist because it presents in a concise and systematic manner, first, the analysis, diagnosis and classification of speech disorders, then the approach to correction as a reeducational process. A generous number of exercises, suggestions, and sample assignments is included, and a glossary is another practical aid. The newer subjects of mental and physical hygiene and personality development receive good treatment but do not monopolize the book. Hearing disabilities are allotted a chapter of their own. The treatment of the subject of stuttering includes a summary of the numerous theories of the causes, as well as the methods of correction advocated by leading authorities throughout the country.

AMERICAN FOLK PLAYS. Edited with an Introduction by Frederick H. Koch. New York: D. Appleton-Century Company, 1939; pp. 592. \$4.00.

This book, the first of its kind, is edited by a man we may call the first of his kind. Dr. Koch is known familiarly to students and friends throughout the country as "Proff," but Archibald Henderson who writes the foreword has a different spelling for the nickname,—“Proph,” an abbreviation for prophet. In his introduction Dr. Koch describes the rise and growth of folk drama in America as well as his inductive or laboratory or communal method of teaching playwriting. In addition to the general introduction he writes one for each play, introducing the author and his sources of material. This record of twenty years of playmaking includes photographs of original productions by the Carolina Playmakers, the Playmakers' Theatre and the audience at an experimental production and an appendix of the Playmakers' publications, productions and tours since 1931. There is not space in this review even to list the plays and their authors, but I know from seeing most of them produced by the Carolina Playmakers that they are as actable as they are readable, are evenly balanced for tragedy and comedy, and are widely representative of the regions of the country.

* * * * *

A DRILL MANUAL FOR IMPROVING SPEECH. By William Norwood Brigrance and Florence M. Henderson. New York: J. B. Lippincott Company, 1939; pp. 246.

Dr. Brigrance and Miss Henderson worked out this manual at the University of Hawaii through wide experimentation in improving the speech of many students of foreign ancestry. After investigating and discarding many approaches, they found that the best results were obtained by seeking: (1) an understanding of English rhythm, (2) a mastery of each sound in American speech, (3) a mastery of the many combinations of two consonants, (4) a mastery of the most difficult combinations of three consonants, (5) distinction between closely related vowels, (6) entrenchment of improved speech habits through reading exercises in prose and poetry, and (7) a mastery of blending adjacent consonants. One can only imagine the hours of labor spent in working out this manual. As examples of the extreme care with which it is prepared, you will find that in the exercises no consonant in a consonant unit and no vowel in a vowel unit is included unless it has been presented previously, that all three regional pronunciations in America are given, and that both diacritical and phonetic symbols are provided. Since the Oriental languages have greater conflicts with the sounds of the English language than do any other, and since these conflicts include practically all of those found in other civilized languages, besides the inadequacies and obscurities found among native Americans, the advanced techniques worked out are as valuable for improving the poor speech of the New Yorker, Chicagoan or other native American as they are for the Oriental.

INTERCOLLEGIATE DEBATES (The Year Book of College Debating). Vol. XX. Edited by Egbert Ray Nichols. New York: Noble and Noble, Publishers, Inc., 1939; pp. 322. \$2.50.

Professor Nichols may be depended upon to collect representative debates from all sections of the country, although his task is becoming more difficult each year as more colleges debate just one question, a national one chosen for tournament use. This year's volume includes complete debates and bibliography on government ownership of railroads, labor unions in politics, incorporation of labor unions, isolation policy, alliance of the democracies, rearmament, government spending, sales tax, and the open-door policy in China. I have been checking back through some of the earlier of the twenty volumes in this series and am interested to see the swing from carefully written, formalized, oratorical speeches to loosely constructed, informal, extemporaneous ones, and now back again to more carefully written ones for the radio, electrical transcription and correspondence debates included in this latest volume.

* * * * *

GOVERNMENT OWNERSHIP OF RAILROADS (Annual Debater's Help Book). Vol. VI. Compiled and Edited by E. C. Buehler. New York: Noble and Noble, Publishers, Inc., 1939; pp. 389. \$2.00.

Thirty years of writing on this subject which has been chosen as the national high school debate question for 1939-1940 makes available plenty of material. The problem is to sift out what is pertinent and authoritative. The editor of this book must have spent many hours doing just that thing. An addition to this year's help book is the who's who among contributors, which is valuable for young debaters quoting sources. The facts, comments, and definitions feature, introduced last year, has been enlarged. Other distinctive features of the book are the analytical discussion, complete briefs, reprinted articles and extensive bibliography. Every high school debate team will want this book because it not only covers the subject completely, but also offers recent material that may not be available in the town or school library.

REPORTS

REPORT OF THE SECOND VICE-PRESIDENT

During the year the Second Vice-President has:

1. Contacted every State Department of Education in the South concerning Speech problems and trends in each state. Seven states have courses of study in Speech; three are vitally interested in Oral English; three seem rather indifferent to Speech (THE REASONS THEY GIVE: "We are too busy to give an entire class over to the problems of pronunciation"; "The Speech we have seen taught has no place in an already over-crowded curriculum"—AND OTHER REMARKS OF THIS CALIBER.)

2. Contacted 32 colleges and universities which have teacher-training. Little work is being done in Education Departments to set up Speech work or requirements for ALL teachers. Two institutions in the South have definite Speech requirements; three are trying to do "as much as we can"; several others mention the necessity but as yet are doing nothing about it.

3. Written to 135 high school and elementary teachers in an attempt to find out:

- a. Speech materials they use in Fundamental courses.
- b. Possible Life Situations for speaking in English, Social Study and Science classes.
- c. The value of a S.A.T.S.

I found most teachers wanting to know what others taught and seemed desirous of "grabbing" whatever someone else taught as the best thing to teach. This knowledge lessened my respect for teachers of Speech as thinkers—as educators with a goal. Few saw little value in a S.A.T.S. (SHOULD THEY NOT BE SHOWN INSTEAD OF TOLD?)

RECOMMENDATIONS:

1. The president and four vice-presidents work more closely in the accomplishment of a common goal. I recommend that goal—for next year—be an understanding or a unification of the philosophy of Speech from Elementary grades through teacher-training institutions.

2. Greater attention be given to the Speech activities of all majors in Teachers Colleges. University Speech Departments need to work closely with State departments of education and education departments in universities. Speech departments need to recognize problems of the classroom teacher from the FUNCTIONAL point of view.

I believe the S.A.T.S. can accomplish a lot IF there is an intensive and intelligent drive—by ALL—toward a chosen goal. May my successor enjoy this office as I have!

HARLEY SMITH.

REPORT OF THE FOURTH VICE-PRESIDENT

Finished Business:

1. A series of three articles on Speech, written by Dr. Harley Smith, Dr. James Watt Raine, Prof. H. P. Constans, now in the hands of all State Educational Journals in Southern states.

2. A fifteen minute transcription entitled "Our Speech," made as a classroom discussion of the province of speech with special comments on the Southern Association of Teachers of Speech Convention, now in the hands of WHAS, WWL, WSB, WJBO. Has been broadcast to organize class listeners from WRVA. This was a publicity record for the Southern Association of Teachers of Speech Convention, but will continue to circulate among other stations. (Four records—three paid for by the Department of Speech, University of Florida, and one by the Southern Association of Teachers of Speech—Bill in hands of Executive Secretary).

3. Bus company and Atlantic Coast Line railroad contacted for purpose of distribution of their rate and time schedules, with the view of possible special rates or arrangements. Due to small response from our members little was accomplished in any direction.

4. Copy of this convention program in hands of Quartely Journal of Speech, and officers of the regional associations.

5. Publicity for this convention through transcription broadcast, AP stories and local publicity agent, Clifford Anne King. Also an announcement was out with the series of articles to the educational journals, concerning this convention.

To The New Officer:

1. Read constitution of Southern Association of Teachers of Speech for definition of duties.

2. Ask president of Southern Association of Teachers of Speech for detailed interpretations of Fourth Vice-Presidency in the light of his administration.

3. Handle general publicity and public relations regarding the Southern Association of Teachers of Speech throughout the year.

4. Inform other associations of the Southern Association of Teachers of Speech activities.

5. Correlate work of State Associations.

6. Attempt to have articles on Speech published in other professional magazines or papers.

7. See to the publicity for the 1940 convention.

8. In general, try (just try) to keep the name and work of the Southern Association of Teachers of Speech before the lay public, other professional groups, other teachers of speech.

9. Prepare and keep up-to-date the list of all prospective S.A.T.S. members.

LESTER L. HALE.

